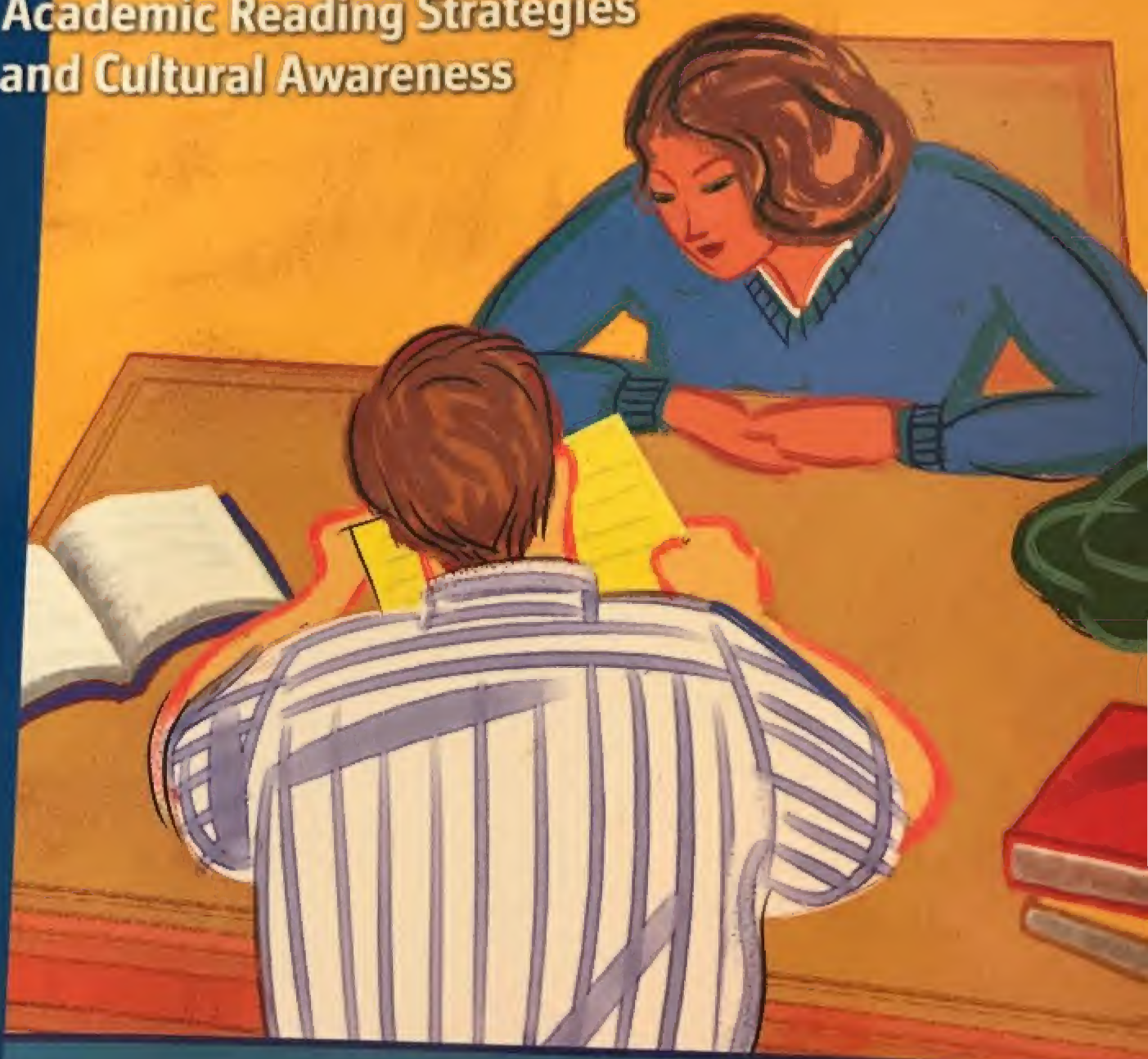


Introductory  
Level

# READ *and Reflect*

Academic Reading Strategies  
and Cultural Awareness



Series Editors:  
Jayme Adelson-Goldstein and Lori Howard

OXFORD



# Unit 1

## Finding Happiness

In this unit, you are going to:

- read about happiness in the U.S.
- learn how to preview

### WHAT MAKES PEOPLE HAPPY?

A. Look at the picture. What makes these people happy? Discuss your answers with your classmates.



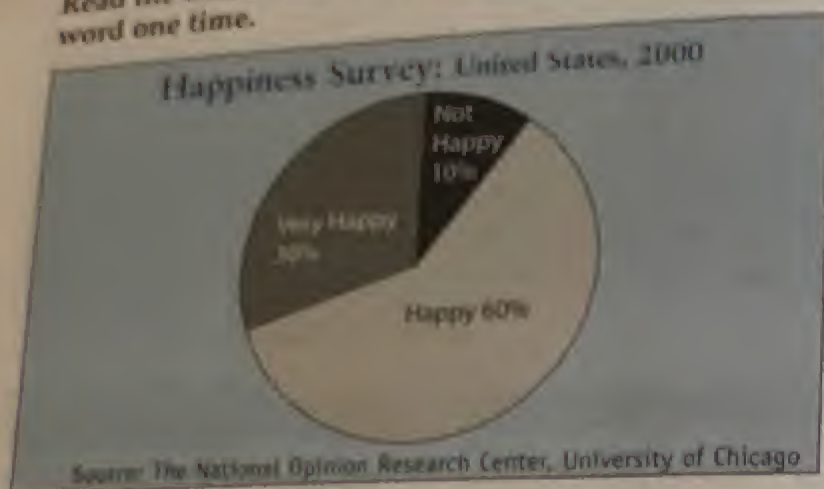
B. What times of life are very happy? Why? Choose two very happy times and mark them with an X. Discuss your answers with your classmates.

- |  |  |
|--|--|
| <input type="checkbox"/> infancy (ages 0–3)                        | <input checked="" type="checkbox"/> young adulthood (ages 20–34) |
| <input type="checkbox"/> childhood (ages 4–12)                     | <input type="checkbox"/> middle age (ages 35–54)                 |
| <input checked="" type="checkbox"/> the teenage years (ages 13–19) | <input type="checkbox"/> the senior years (age 55 and over)      |



## 1 GET READY TO READ ABOUT: Happiness And Money

Read the chart. Then complete the sentences with words from the box. Use each word one time.



a. many

b. most

c. not many

d. some

How happy are people in the U.S.? a people are happy. d people are very happy. How many people are not happy? The answer is: c people. b people (90%) are happy or very happy.

## 2 BUILD YOUR READING SKILLS: Previewing

### Introduction

A. Look at these magazines. Which magazine do you want to read?



B. Think about your choice. Why do you want to read that magazine? Discuss your answer with a partner.

## Reading Skill

**Previewing** means looking at a text before you read it. Look at the title. Look at the pictures and charts. Also look at the **captions**—the words under the pictures and charts. Previewing gives you important information.

### Practice Previewing

Preview this article. Answer the questions below.

**For Kids, Happiness Is a Soccer Game**

XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXX

**b. chart**

Year	Number of Kids (approximate)
2000	10
2002	15
2004	20
2006	25
2008	30

**c. caption** Kids on soccer teams 2000–2008

**d. picture**

XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX

1. What is the title of the article? \_\_\_\_\_
2. What does the picture show? \_\_\_\_\_
3. What information do the chart and caption give you? Circle one answer.  
☒ a. more kids play soccer now  
b. more kids like sports now  
c. more kids watch sports now
4. What is this article about? Circle one answer.  
☒ a. soccer for children  
b. famous soccer players  
c. more people to go to soccer games



### 3 WORDS YOU NEED

Read these new words and their definitions. Then complete the paragraph below with the new words.

- a. expert: a person with a lot of knowledge about one topic
- b. do research: to learn or get information about something
- c. survey: a list of questions about a topic
- d. compares: to find similarities and differences
- e. agree: to have the same opinion

Dr. Ed Diener knows a lot about happiness. He is an expert on the topic. Diener has some new ideas about happiness. He thinks, "Are they good ideas?" He needs to do research, or find out more about people's opinions on happiness. First, he uses a survey and asks people many questions. Then he compares people's answers. Sometimes, the groups of people agree, but sometimes they have different opinions.

### 4 USE YOUR READING SKILLS

Preview the article on page 5. Circle the correct answers.

1. Look at the title. This article is about b.
  - a. money in the U.S.
  - b. happiness and money in the U.S.
  - c. money in the U.S. and other countries
2. Look at the pictures, chart, and captions. This article has information about a.
  - a. changes from 1950 to the present
  - b. the history of U.S. money
  - c. TVs and dishwashers



*This newspaper article is about two surveys on happiness.*

## Happiness in the United States: How Important Is Money?

**L**ife in the United States in the 1950s was very different from life today. Dishwashers, televisions, washing machines, and dryers were very new. These appliances were not part of



An American in the 1950s

most families' lives. In the 1950s, a television was a luxury.<sup>1</sup>

Today, most families in the United States have dishwashers, washing machines, dryers, and many other things. Many people are wealthier: They make more money and have more buying power. For example, a simple TV is not ex-



An American today

pensive now, so most people today can buy it.

In many ways, life is much better today—but are people happier? The answer is no. In a survey from 1957, 36% of people were very happy. Almost fifty years later, that number is lower—only 30% of people are very happy.

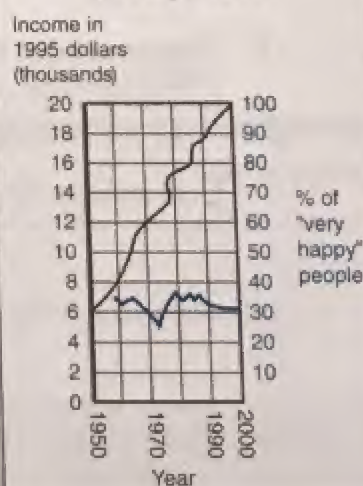
People today have more money and more things, but they aren't happier. What does this mean? More money does not make people happier. To experts, this is a very interesting idea.

Psychologist<sup>2</sup> Ed Diener is researching this idea.

Diener compares two groups. The people in one group are from a list of very wealthy people. The people in the other group are from a phone book. They are ordinary people — not rich and not poor. Diener's results are interesting: very wealthy people are happier, but only a little happier.

Of course,<sup>3</sup> people need money to live, but more money doesn't mean more happiness. Experts agree: Money can't buy happiness.

### Happiness and Money in the United States, 1950–present



<sup>1</sup>luxury: an expensive and nice thing

<sup>2</sup>psychologist: an expert on the ways people think and act

<sup>3</sup>of course: certainly; it is true



## 6 UNDERSTAND THE READING

A. Circle the correct answer.

1. Compare the 1950s and today. Most Americans today have \_\_\_\_.
  - a. less money
  - b. the same money
  - c. more money
2. Compare the 1950s and today. Most Americans today are \_\_\_\_.
  - a. a little less happy
  - b. a little happier
  - c. a lot happier
3. Psychologist Ed Diener compares \_\_\_\_.
  - a. people in the 1950s and people today
  - b. very wealthy people and ordinary people
  - c. people in the U.S. and people in other countries
4. Diener's results are interesting: very wealthy people \_\_\_\_.
  - a. are only a little happier than ordinary people
  - b. are the same as ordinary people
  - c. are a lot less happy than ordinary people
5. Experts agree: \_\_\_\_.
  - a. money can't buy happiness
  - b. money can make people happier
  - c. money can make people a lot less happy

B. Discuss these questions with your classmates.

1. Think about your childhood and today. Are people today happier or less happy? In what ways are you happier today?
2. Is money important for happiness? Why or why not?



## 7 WORK WITH THE VOCABULARY

A. Read the clues. Complete the crossword puzzle with the words from the box.

compare

expert

happiness

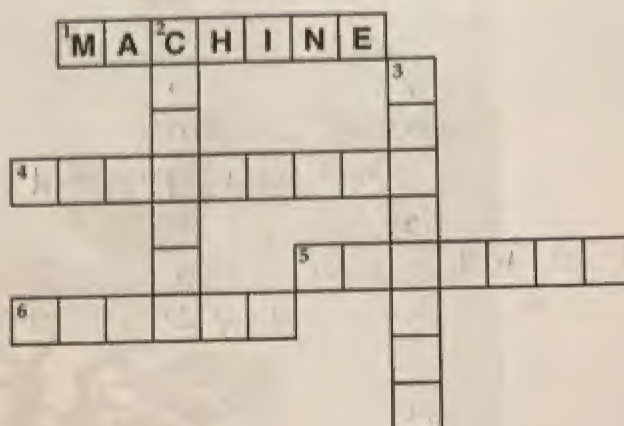
machine

research

wealthy

### Clues

1. A dishwasher cleans dishes; a washing \_\_\_\_ cleans clothes.
2. We can \_\_\_\_ two times, two places, or two people.
3. Experts do \_\_\_\_ to find information.
4. \_\_\_\_ is a good feeling.
5. Another word for rich is \_\_\_\_.
6. For answers, talk to an \_\_\_\_.



B. Read the information in the box.

### Comparing with Adjectives

Adjectives describe people, places, and things—a *happy* person, a *new* place, a *hard* thing. You can use *a little* and *a lot* to compare adjectives:



less happy



happy



happier

a lot less happy

a little less happy

a little happier

a lot happier

C. Look at the chart. Put an X in the correct column. Discuss your answers with a partner.

How happy will this make you?	a lot less happy	a little less happy	a little happier	a lot happier
1. a different job				
2. moving to a new city				
3. an evening out				
4. an email from a friend				
5. a free afternoon				



# GET READY TO READ ABOUT: What Makes Us Happy?

A. Match the adjective to the people.

1. attractive d

2. healthy b

3. intelligent a

4. lucky e

5. married c

a.

b.

d.

e.





B. Take this quiz about happiness. Circle True or False. Then compare your answers with a partner.

### HAPPINESS QUIZ: Who is Happier?

1. Young people are happier.	<u>True</u>	False
2. Intelligent people are happier.	True	<u>False</u>
3. Good-looking people are happier.	<u>True</u>	False
4. People with friends are happier.	True	False
5. Married people are happier.	<u>True</u>	False

## 9 WORDS YOU NEED

Read the definitions. Then match the words and the examples.

**advice:** a friend's or expert's ideas about the way to do something

**positive attitude:** a good or happy way of thinking in difficult times

**enjoy:** to like

**get to know:** to find out about

d 1. a positive attitude

c 2. things people enjoy

b 3. some advice

a 4. get to know someone

a. "I come from a big family. Do you?"

b. "You need to study a lot."

c. "My favorite things are pizza and movies."

d. "I can do it! I can work hard!"

## 10 USE YOUR READING SKILLS

Preview the article on page 10. Circle your answers.

1. Look at the title. This article is about c.

a. new studies

b. education

c happiness

2. Look at the picture and caption. This article has information about \_\_\_\_.

a friends and happiness

b. school and happiness

c. work and happiness



In this magazine article, the writer talks about how to be happy.

# What Makes Us **HAPPY?**

Everyone wants to be happy, but sometimes it isn't easy. What makes people happy? What things aren't important to happiness? Look at this information from some studies<sup>1</sup> by experts.

These things make people happy:

- **Friends.** In a study of college students, all of the very happy students have friends.
- **Positive attitude.** A positive attitude helps people feel happier.
- **Marriage.** In many studies, married people are happier.
- **Good health.** When people feel healthy, they also feel happier.

These things don't make people happy:

- **Money.** Wealthy people are not a lot happier than ordinary people.
- **Age.** Younger and older people are both happy.
- **Intelligence.** Very intelligent people are not always happier.
- **Good looks.** Attractive or beautiful people are not always happier.
- **Luck.** Lucky people aren't always happier than other people. For example, lottery<sup>2</sup> winners are very happy at first, but after five years their lives usually go back to normal. Their happiness is the same as before the lottery.



Friends can make you happy

**Do you want to have a happier life? The experts have this advice for you:**

1. **Make friends.** Get to know the people at work and in your community.
2. **Spend time with friends and family.** Talk and do fun things with the important people in your life.
3. **Have a positive attitude about your life.** When you see a problem, look for a solution.<sup>3</sup>
4. **Help other people be happy.** People often feel happier when they make someone else happy.

Read the research. Think about the studies. Then follow the experts' advice for a happier life!

<sup>1</sup> study (n.): a test of or careful look at ideas

<sup>2</sup> lottery: a game—many people buy tickets but only one person wins money or a prize

<sup>3</sup> solution: a way to fix a problem



## 12 UNDERSTAND THE READING

- A. Read this letter from a student. Think about the advice in the article on page 10. Put an X next to good advice for this student. More than one answer can be correct. Discuss your answers with a partner.

I'm at a new school, and I don't feel happy. Everything is different. I want to enjoy my school. I want to be happy. Can you give me some advice?

- ☒ 1. Try to make some friends at your new school.  
☐ 2. Change schools again.  
☒ 3. Help a student in your class.  
☐ 4. Don't only think about the problem. Try to find a solution.
- B. Look back at the quiz on page 9. Answer the questions again using the information from the article.
- C. Think about these questions. Discuss them with your classmates.
- The writer's advice is: (1) have a positive attitude, especially about problems, and (2) spend time with friends and family. Is this good advice? Why or why not?

## 13 WORK WITH THE VOCABULARY

- A. Circle the correct word in each sentence.
1. Juan is always happy. He has a very (positive attitude/unhappy attitude) about life.
  2. I have an opinion, but my sister has a different opinion. We never (agree/enjoy)!
  3. When I have problems, I always talk to my friend. She gives me good (advice/luck).
  4. Kimiko likes to make friends. She always (gets to know/compares) friends quickly.
- B. Read these sentences from the article on page 10. Look at the underlined phrase. Then choose the word or phrase with the same meaning. Look back at the article for help.
1. When people win the lottery, they are very happy—but soon things are back to normal.  
a. new and more fun    ☒ b. the same as before    c. very lucky
  2. Spend time with your friends and family—with the important people in your life.  
a. buy gifts for    b. be with    c. think about



# 14 GET READY TO READ AND SHARE

Read the notice. Then match the words and the definitions.

## HAGERSTOWN COMMUNITY ORGANIZATION

### Program for seniors

- Food program; help at home
- Activities (classes, trips . . .)

### Program for children

- Help kids with homework
- Activities (sports, games . . .)



Help the People in Your Community—Be a Volunteer!  
Can you give a little time to help seniors or kids?

For information,  
call 555-5421

- f 1. a program
- a 2. a community
- c 3. a volunteer
- e 4. an activity
- d 5. a senior
- b 6. a kid

- a. a town or neighborhood
- b. a child
- c. a helper, working without pay
- d. an old person
- e. something to do
- f. a group of classes or activities

## 15 USE YOUR READING SKILLS

- A. You are going to read one part of a magazine article. Read the introduction to the article below. Then answer the questions.

# Two Volunteers

Each year, about 65 million people in the United States volunteer—about 25% of men and about 32% of women. Who are these people? Why do they volunteer? In this article, we look at two very special women: Delores “Hap” Johnson and Tianna Bailey. Both women are volunteers. Each woman makes a difference in her community.

1. What is this article about? Two volunteers
2. How many people in the U.S. are volunteers? \_\_\_\_\_



B. Preview Part A and Part B of the magazine article below and on page 14. Then answer these questions.

1. Who does Hap Johnson help?      a. seniors      b. children
2. Who does Tianna Bailey help?      a. seniors      b. children

Now choose one part of the article to read. Read Part A on page 13 or Part B on page 14.

## 16 READ PART A

# Senior Helps Seniors

Delores "Hap" Johnson is a volunteer for DARTS (Dakota Area Resources and Transportation for Seniors). DARTS, a community program in Minneapolis/St. Paul, Minnesota, helps seniors and their families.

Sometimes it's difficult for seniors to get around town. DARTS buses take them to their medical appointments and the supermarket. Hap goes on the bus with the seniors to help them feel comfortable. When they get off the bus, she helps them with their shopping or spends time with them at the doctor's office.

When Hap isn't on the bus, she's probably walking. She loves to walk. Now in her 70s, Hap walks about 12 miles a week. She also volunteers with the seniors in her apartment building. She plans activities for them and walks



with them every day.

"Walking helps seniors stay active<sup>1</sup> and healthy," Hap says. "It helps me stay active, too!" She feels the same way about volunteering. When she volunteers, Hap Johnson is happy because she is helping other people. And that's not all. "I put smiles on their faces," Hap says.

<sup>1</sup>active: doing things

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

### Focus Questions

1. Who does DARTS help?
2. What does Hap Johnson do for DARTS?
3. Why does she volunteer?



# Tianna Bailey Helps Kids

Tianna Bailey is a college student in her 20s. She wants to be a teacher and studies hard at Emory University in Atlanta, Georgia. She is also a volunteer. Tianna works with her cousin, Maurice Shaffer, to help the children in their community. Their program is called IMAGE (I Must Achieve the Goal to Excel).

IMAGE helps children in the Edgewood Court Apartments in Atlanta. The families in Edgewood Court don't have a lot of money, but IMAGE is free. The children need activities after school and in the summer. IMAGE gives them activities.

IMAGE has an activity room with many games and books. The children enjoy playing there, but first they have to do their homework. Tianna and Maurice tutor<sup>1</sup> the children with help



from other college student volunteers.

Why is Tianna doing all this work? "We want to help kids in our community," Tianna says, "because other people help us."

Volunteering also makes her feel good. "The kids are happier, and they're doing better in school. For me, this is a dream come true."<sup>2</sup>

<sup>1</sup>tutor: to give help with school work

<sup>2</sup>a dream come true: a great, special thing

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

## Focus Questions

1. Who does IMAGE help?
2. What does Tianna Bailey do for IMAGE?
3. Why does she volunteer?



## 17 THINK AND SHARE

### Organize Your Thoughts

With your partner, mark the information from your part of the article with an X. Then use that information to complete the questionnaire below.

INFORMATION		
<input type="checkbox"/> She's in her 70s.	<input checked="" type="checkbox"/> It helps seniors and their families.	<input type="checkbox"/> She helps kids with their homework.
<input type="checkbox"/> It helps kids in the Edgewood Court Apartments.	<input checked="" type="checkbox"/> Hap Johnson	<input checked="" type="checkbox"/> DARTS
<input checked="" type="checkbox"/> She goes with seniors on buses.	<input type="checkbox"/> The kids are doing better in school!	<input type="checkbox"/> She's in her 20s.
<input type="checkbox"/> Tianna Bailey	<input checked="" type="checkbox"/> She can help other people and be active.	<input type="checkbox"/> IMAGE

### QUESTIONNAIRE

1. What is the volunteer's name? \_\_\_\_\_
2. How old is she? \_\_\_\_\_
3. What is the name of her community program? \_\_\_\_\_
4. Who does this program help? \_\_\_\_\_
5. How does she help? \_\_\_\_\_
6. Why does volunteering make her happy? \_\_\_\_\_

### Share Your Information

Who can tell you about the other part of the article? With your partner, find another pair of classmates.

1. Share your answers to the questionnaire above with the other pair of students.
2. Add other information from your part of the article.

### Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your answers with the class.

1. Why do people volunteer?
2. Do you know any volunteers? What do they do?
3. Volunteering can make people happy. What other activities can make people happy?



## 18 REFLECT ON: Happiness

A. Read these questions. Then read one student's paragraph.

1. What do you feel happy about? Why?
2. What do you feel unhappy about? Why? How can you feel happy again?
3. In your opinion, what is important for happiness?

I feel happy about new friends. I enjoy our activities. For example, it's fun to play soccer together in the park on Sundays. I feel unhappy about the food in the school cafeteria. It is usually bad. How can I feel happy again? I can learn to cook and make my own food. In my opinion, small things like good food are very important for happiness.

B. In a small group, discuss these questions.

1. What is this student unhappy about? Why? What is his solution?
2. Do you agree with the student's idea about happiness? Why or why not?

C. Now write your own paragraph. First, write your answers to the questions in A. Then add some examples. You can use the student's paragraph as a model.



## Unit 2

# It's Great to Communicate!

In this unit, you are going to:

- read about communicating in the U.S.
- learn how to preview and predict

### WHAT DO YOU KNOW ABOUT COMMUNICATION?

A. Look at the pictures from one student's day. Who is he communicating with? Why is he communicating? Discuss your answers with your classmates.



B. Think about a usual day in your life. Who do you communicate with? Why? In your notebook, list three different communication experiences from your usual day. Follow the example below. Share your chart with a partner.

When?	With Whom?	Why?
7:30, at home	my roommate	to say good morning
9:00, at school	my English teacher and classmates	to answer questions, to discuss with the class
12:30, on e-mail	my cousin in Japan	to chat about school and family



**1 GET READY TO READ ABOUT: Communicating Across Generations**

**GET READY TO READ ABOUT:** Communicating

A. When were you born? Put your name in the correct column of the chart below.  
Add the names of your family, friends, and other people in your life.

	1965-1980	1981-now
1946-1964		

[illegible]

B. With your classmates, discuss the differences between the groups of people—the generations of people—in your chart.

C. When people of different generations don't understand each other, we call it a generation gap. Read these statements. Mark examples of a generation gap with an X. Check your answers with a partner.

- generation gap. \_\_\_\_\_ an X. Check your answers with a partner.
- \_\_\_\_\_ a. "The young people in this office don't want to work hard. Our generation has a better attitude about work."
- \_\_\_\_\_ b. "My friends change plans too often. I don't like to change plans."
- \_\_\_\_\_ c. "In my opinion, 12:00 at night is early. In my parents' opinion, it's late."
- \_\_\_\_\_ d. "My children and I listen to the same music!"

## 2 BUILD YOUR READING SKILLS: Previewing and Predicting

## Introduction

With a partner, look at the article and answer the questions.

1. Maya wants to learn how to communicate better with her parents. Can this article perhaps help her?

## TALKING WITH SENIORS

XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXX



### Spend time together

2. What information might be in this article? Why do you think so?



## Reading Skill

**Previewing** and **predicting** help you understand a text. After you preview, ask yourself a prediction question: *What will I learn in this article?* When you read the text, check your prediction.

Preview This	To Predict This
title	What is the topic of this article?
pictures, charts, captions, and any introduction to the text	What will I learn about in this article?

## Practice Previewing and Making Predictions

With a partner, preview the text and make predictions. Answer the questions.

### COMMUNICATING WITH TEENAGERS

XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX



Share fun activities

- What is the topic of the article? Circle your answer.
  - how parents can communicate with teenagers
  - how teenagers can communicate with parents
- What can you predict about the article? Mark your predictions with an X.

This article has advice about . . .

- ☐ a. shopping for teenagers  
☐ b. communicating with teenagers  
☐ c. good activities for parents and teenagers  
☐ d. teenage health problems



### 3 WORDS YOU NEED

Match the parents' statements to the actions. Guess the answers. Then discuss your answers with your classmates.

#### Action

- ☐ 1. discuss problems
- ☐ 2. make rules
- ☐ 3. express feelings
- ☐ 4. make decisions
- ☐ 5. show interest

#### Parent's statements to their teenagers

- a. "Be home by 8:00 on school nights and 11:00 on weekends."
- b. "No. We're not buying a second car."
- c. "Do you like your classes? Tell me about them."
- d. "You kids make me happy!"
- e. "Your grades aren't good. We need to talk."

### 4 USE YOUR READING SKILLS

A. Preview the text on page 21. Mark the topic of the text with an X.

- ☐ a. the generation gap in the U.S.
- ☐ b. the number of people in the U.S.
- ☐ c. one American family

B. What will the article discuss? Mark your predictions with an X. As you read the article, check your predictions.

- ☐ a. the generation gap in the U.S.
- ☐ b. family life in the U.S.
- ☐ c. generation gaps in other countries
- ☐ d. types of communication
- ☐ e. communication and generation gaps

### 5 READING

In some  
discu



## 5 READ

*In some families, there is a generation gap between parents and teenagers. This magazine article discusses that gap and tells about a new style of communication.*

### FAMILY COMMUNICATION

#### *Making the Generation Gap Smaller*

**P**eople from different generations often live and work together. Sometimes they're happy being together, other times they're not. One of the reasons for their unhappiness may be a generation gap. A generation gap is the difference between two or more generations—not the differences between their years but the differences between the generations' ideas, attitudes, and interests.<sup>1</sup> Of course, people can have differences and still be happy together, but according to the experts, communication between the generations helps everyone get along.<sup>2</sup>

Good communication between the generations starts in the family. These days many families are changing their communication style.<sup>3</sup> They are moving from a "one-way" style to a "two-way" style of communication. To show this change, let's compare two families:

- The Smith family uses the "one-way" style of communication. Mr. and Mrs. Smith show interest in their children, but they don't discuss problems or feelings. The parents make all the rules and decisions. They don't ask for their children's opinions. They explain their decisions to their children, but they don't discuss them. The explanation is clear and the children understand. The communication goes one way: from the parents to the children.
- The Jones family uses the "two-way" style of communication. Mr. and Mrs. Jones show interest in their children and ask for their opinions. They discuss problems and express their feelings. The family makes rules and decisions together after a discussion. The communication goes two ways: from parents to children and from children to parents.

Better communication between generations at home means better communication between generations at work and in the community. When different generations learn about each other's ideas, attitudes, and interests, they understand each other. This understanding makes relationships<sup>4</sup> stronger and makes the generation gap smaller.



One-way communication



Two-way communication

<sup>1</sup> **interests:** things a person likes to do or to learn about

<sup>2</sup> **get along:** be happy together

<sup>3</sup> **style:** way of doing something

<sup>4</sup> **relationship:** the connection between people



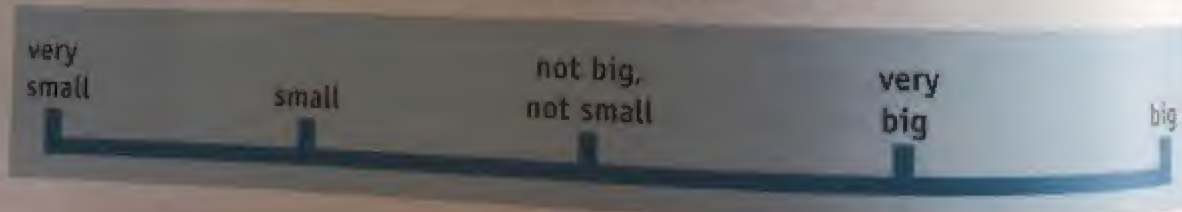
## 6 UNDERSTAND THE READING

A. Circle the correct answer.

1. Is the generation gap in the U.S. getting bigger or smaller?
  - a. bigger
  - b. smaller
  - c. Experts don't agree.
2. What is the reason for the change in the generation gap?
  - a. good families
  - b. good generation gaps
  - c. good communication
3. Where does good communication begin?
  - a. in the world
  - b. in families
  - c. in everyday life
4. Which style of communication helps make the generation gap smaller?
  - a. the one-way style
  - b. the two-way style
  - c. both styles
5. Where can generation gaps happen?
  - a. only in families
  - b. only in families and at work
  - c. in all parts of life

B. Work in a small group. Discuss the questions. Then discuss your answers with your classmates.

1. In your experience, how big is the generation gap today? Mark your answer on the scale. Give some examples to support your answer.



2. Which communication style is better for families: one-way or two-way? Why?



## 7 WORK WITH THE VOCABULARY

A. Complete the sentences with a phrase from the box. Use each phrase one time.

discuss problems  
make rules

express their feelings  
show interest

make decisions

1. Most parents \_\_\_\_\_ in their children. They want to know about their children's lives and ideas.
2. In some families, only the parents \_\_\_\_\_ and \_\_\_\_\_. The parents explain them to the children, but they do not want their children's opinions.
3. Communication in the family is very important. Parents and children need to \_\_\_\_\_ and find solutions together.
4. Sometimes, a teenager is unhappy, but the parents don't know it. Children need to be able to \_\_\_\_\_ to their parents openly.

### Suffixes: -tion/-sion

You can use the suffix *-tion* or *-sion* to form nouns from some verbs. For example,

**communicate + -tion = communication**

(The *-e* at the end of some verbs disappears.)

B. Use *-tion* or *-sion* to form nouns from the verbs below. Look back at the article on page 21 to find the right form. The paragraph numbers can help you find the nouns.

Verb	Noun	Paragraph
a. communicate	<i>communication</i>	1
b. decide		4
c. explain		4
d. discuss		5



## 8 GET READY TO READ ABOUT: Good Communication

A. Look at the pictures and read the captions. What are these people saying and doing? Share your ideas with your classmates.



*get angry*



*interrupt*



*pay attention*

B. Take this quiz about communication. Circle your answers.

### COMMUNICATION QUIZ:

#### What is Your Communication Style?

1. When I get angry with my friend, I \_\_\_\_\_.
  - a. talk to my friend about the problem
  - b. talk to other people about the problem
  - c. don't talk to about the problem
2. When my friend gets angry with me, I \_\_\_\_\_.
  - a. listen and try to understand
  - b. don't talk to my friend
  - c. get angry at my friend
3. My friend is talking. I don't agree with him. I \_\_\_\_\_.
  - a. listen and pay attention to my friend's ideas
  - b. don't listen, and then I talk about something different
  - c. interrupt my friend and give my opinion

C. Discuss the quiz and your answers with your classmates.



## 9 WORDS YOU NEED

Read the words and their definitions. Then use one of them to complete the statements about each communication problem.

**avoid:** to stop something from happening  
**(be) honest:** to say true things  
**kind:** nice  
**misunderstanding:** a problem in communication  
**solve:** to find a solution

1. Jana asked Camilla, "Do you like my new sweater?" Camilla said, "No, it's ugly." Then Jana got angry with Camilla.

*Camilla thinks, "I am \_\_\_\_\_," but she isn't being \_\_\_\_\_ to Jana.*

2. Tomas and Maria are having a discussion. Tomas doesn't understand Maria's opinion, and Maria doesn't understand Tomas's opinion.

*There is a \_\_\_\_\_ in Tomas and Maria's communication.*

3. "I have a problem, but I don't want to discuss things with my family," said Marco. "Maybe they will get angry at me."

*Marco is trying to \_\_\_\_\_ a discussion, but he can't. He needs to tell his family about his problem. They can try to \_\_\_\_\_ it together.*

## 10 USE YOUR READING SKILLS

Preview the article on page 26 and make predictions. Answer the questions.

1. What is the topic of the article? Circle your answer.
- a. communication can help you make friends
  - b. communication can help you have an argument
  - c. communication can help you solve problems
2. What will the article discuss? Mark your predictions with an X. As you read the article, check your predictions.
- \_\_\_ a. rules for communicating with teenagers
  - \_\_\_ b. rules for communicating with friends
  - \_\_\_ c. advice about communicating with seniors.
  - \_\_\_ d. advice about good activities to do with friends.
  - \_\_\_ e. advice about how to solve problems.



## 6 COMMUNICATION RULES FOR FRIENDS AND FAMILY

Communication is a very important part of life. We want to get along with friends and family, and these six simple rules can help.

- Rule #1: Talk it out!**  
**Rule #2: Be honest, but also be kind**  
**Rule #3: Be clear**  
**Rule #4: Don't interrupt**  
**Rule #5: Try to understand other ideas**  
**Rule #6: Think about solutions**

■ **Talk it out!** When you have a problem with a friend, it's good to express your feelings. You can avoid large problems when you talk out small problems. The first rule of communication is . . . communicate!

■ **Be honest, but also be kind.** Angry people sometimes want to say something bad or mean. This is dangerous. Words can hurt people, and they can hurt a relationship forever.<sup>1</sup> When you get angry, think before you speak. And remember, sometimes the best idea is to say nothing—to keep quiet.

■ **Be clear.** It is important to explain your ideas clearly. When you don't understand your friend's ideas, ask for an explanation. This will help you avoid misunderstandings.

■ **Don't interrupt.** We all like to talk, but listening is important, too. When you and a friend have a problem, listen to your friend. Pay attention and don't interrupt!

■ **Try to understand other ideas.** Problems sometimes happen when two people have different ideas or opinions. One person's ideas are never all right, and the other person's ideas are never all wrong. Probably, some ideas from both people are right. Right or wrong, all of the ideas are important. Think about your friend's ideas and try to understand them.

■ **Think about solutions, not problems.** When it is hard to see the solution to a problem, people sometimes only think about the problem. Try not to think about the problem. Think about solutions! Ask yourself, What can we do to solve the problem?

No one wants to have misunderstandings. These six simple rules really can help you solve your communication problems. Can you remember the rules? No problem!

<sup>1</sup> forever: always, without an end



## 12 UNDERSTAND THE READING

A. These people have communication problems. Which rule from the article can help them? Match the best rule to the problem. Compare your answers with a partner.

PROBLEM	RULE
<p>___ 1. Laura: I'm angry at my daughter. She uses my things all the time. Marta: What does she say when you tell her this? Laura: I can't tell her!</p>	<p>a. Talk it out</p>
<p>___ 2. Liu: Look! I just bought a car! I'm so happy! Do you like it? Max: No, not really. It's very old and ugly.</p>	<p>b. Be honest, but also be kind</p>
<p>___ 3. Tibor: Are you ready to go? Benny: Sorry, no, I just have to . . . Tibor: We planned to leave at 2! You know that! I'm not going to wait for you.</p>	<p>c. Be clear</p>
<p>___ 4. Delores: I want to visit my family this weekend, but I don't have a car. I can go this weekend, but I don't have a car. I <i>want</i> to go, but I can't go because I don't have a car.</p>	<p>d. Don't interrupt</p>
	<p>e. Be open to other ideas</p>
	<p>f. Think about solutions</p>

B. Look back at the quiz on page 24. Answer the questions again using the information from the article.

C. Work with a partner. Discuss these questions. Then share your answers with your classmates.

1. Which rule of communication is the most important? Why?
2. Which rule is the most difficult for people to follow? Why?
3. Which rule is the most difficult for you to follow? Why?

## 13 WORK WITH THE VOCABULARY

Read the sentences. Look at the underlined words. Then circle the word(s) with the *opposite* meaning.

1. Let him finish talking. Don't (interrupt) get angry at) him.
2. He's a very nice person. He never says (unkind/important) things.
3. I try to be honest and clear. I want to avoid (misunderstandings/rules).
4. Don't let problems happen. Try to (avoid/understand) problems.



**14 GET READY TO READ AND SHARE**  
Read the message board. Then complete the paragraph below with the underlined words in the message board.

Read the message board. The words in the message board.

GOOD COMMUNICATION: When you have a problem or question? Follow these steps to get advice from

Do you have a community of people around the world?

1. Write about your problem in a message.
2. Put, or post, your message. Everyone can read it.
3. Wait for a reply from someone.
4. Post your own reply back.

Remember our rules: Don't use your real name—use a screen name. Also, put the topic of your message in the Subject line of the message.

Message boards are Internet Web sites for people to share ideas. People write their ideas or ask questions in a                     <sup>1</sup>. Then they put it on the site, or                     <sup>2</sup> it. The                     <sup>3</sup> line gives the topic. Other people read it and send an answer, or                     <sup>4</sup>. Most people don't use their real name on a message board. They use a                     .

## 15 USE YOUR READING SKILLS

- A. You are going to read an Internet message and a reply. Read the message below. Then answer the questions on the next page.

GOOD COMMUNICATION MESSAGE BOARD

Subject: How can I be a good friend???

From: AnnaBanana

**Message:** I need some advice! My friend has a new boyfriend. She never spends time with me now; she's always with him. In my opinion, he's not right for my friend. He will make her unhappy, and I don't want her to be unhappy. I want to talk to her about him. But maybe this isn't a good idea. What do you think???



1. Why doesn't AnnaBanana's friend spend time with her now?
2. What is AnnaBanana's opinion of the boyfriend?
- B. Preview the replies to AnnaBanana's message below and on page 30. Look at their Subject lines. Then predict the answers to these questions.
  1. What is Sunshine's advice?
    - a. Talk to her.
    - b. Don't talk to her.
  2. What is Cowgirl's advice?
    - a. Talk to her.
    - b. Don't talk to her.

Now choose one reply to read. Read Reply A below or Reply B on page 30.

## 16 READ REPLY A

### GOOD COMMUNICATION MESSAGE BOARD

<b>Subject:</b>	<b>Keep quiet!!</b>	<b>From:</b>	<b>Sunshine</b>
<b>Message:</b>	<p>Hi AnnaBanana,</p> <p>You want your friend to be happy. So don't talk to her. Think about this: You say something. Then what happens? She feels hurt or angry—and unhappy. And that's the end of your friendship.<sup>1</sup></p> <p>Remember, friends don't always agree. You and your friend are different people. Maybe her boyfriend is not right for you, but maybe he is right for her! Also, you usually spend lots of time with your friend, but now you don't see her often. Maybe you are a little jealous.<sup>2</sup></p> <p>So this is my advice: keep quiet, and try to understand her feelings.</p>		

<sup>1</sup> **friendship:** the relationship between friends

<sup>2</sup> **jealous:** feeling sad or angry because you want something another person has

Who can answer these questions about Reply A with you? Find a partner. Answer the questions.

#### Focus Questions

1. Why shouldn't AnnaBanana talk to her friend?
2. In Sunshine's opinion, why is AnnaBanana jealous?



## GOOD COMMUNICATION MESSAGE BOARD

RE: Subject: Keep quiet!!

From: Sunshine

Subject: You have to say something!

From: Cowgirl

Message: AnnaBanana,

You want your friend to be happy. So talk to her! Discuss your feelings and her feelings. It helps to listen to other people's ideas. Other people's ideas can help you think better. So help your friend: Tell her your ideas. Give your friend advice before she makes a bad decision. Don't wait for her to be unhappy!

Remember, friends don't always agree. You need to talk it out. You can keep quiet and avoid an argument,<sup>1</sup> but you're not being honest. And soon your friendship<sup>2</sup> will feel false, not real. Your idea is a good idea. Talk to your friend!

<sup>1</sup>argument: an angry discussion<sup>2</sup>friendship: the relationship between friends

Who can answer these questions about Reply B with you? Find a partner. Answer the questions.

## Focus Questions

1. Why do we need other people's ideas?
2. In Cowgirl's opinion, it's bad to avoid a problem with a friend? Why?



## 17 THINK AND SHARE

### Organize Your Thoughts

Work with your partner. Read the sentences. Which sentences have ideas from your reply? Mark them with an X. Then copy those sentences into the area for your reply below.

#### Sentences

\_\_\_ Talk to her.

\_\_\_ Don't talk to her.

\_\_\_ You want your friend to be happy.

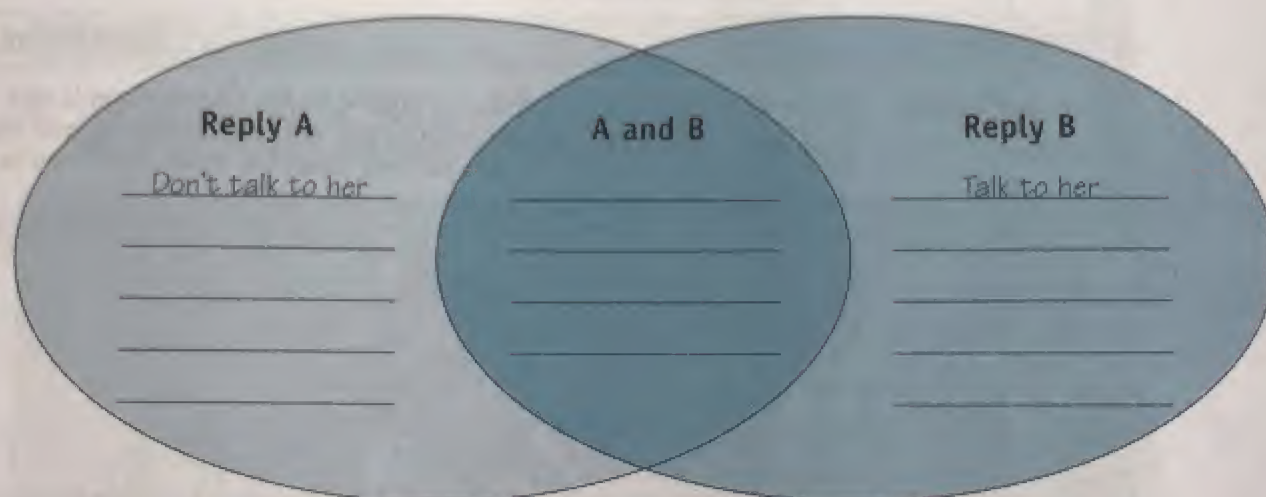
\_\_\_ Your ideas can help her think better.

\_\_\_ Friends don't always agree.

\_\_\_ You need to be honest with her.

\_\_\_ Maybe her boyfriend is right for her.

\_\_\_ Maybe you are jealous.



### Share Your Information

Who can tell you about the other reply? Find a pair of classmates.

1. With your partner, tell the other pair of students about your reply. Use your sentences from the chart above, and add other information from your reply.
2. Compare charts with the other pair of students. Some of the sentences are in both replies. Write these sentences in the middle section, marked "A and B."

### Share Your Ideas

Discuss these questions with your partner and the other pair of students. Then share your advice with the class.

1. Which message has better advice? Why?
2. What is your advice to AnnaBanana?



## 18 REFLECT ON: Communication

A. Read this message. Then read one student's reply.

The screenshot shows an email client window with a menu bar (File, Edit, Format, Tools, Help) and a toolbar (Back, Forward, Stop, Refresh, Home). The first message is from 'Techie' with the subject 'What can I do???' and a message about being 20 years old, working, and going to college while living with parents who have strict rules. The second message is a reply from 'ChelsB' with the subject 'RE: Subject: Generation Gap' and advice about the generation gap and following rules.

**From: Techie**  
**Subject: What can I do???**  
**Message:** I'm 20 years old. I work and go to college, but I live with my parents. My dad is the problem. I can't do things at night with my friends. They stay out late. My dad wants me to be home by 11:00! That's early! What should I do? He doesn't want to hear my ideas.

**From: ChelsB**  
**RE: Subject: Generation Gap**  
**Message:** This is a big problem, but there's nothing to do. The problem is the generation gap. You and your father have different attitudes and ideas. You live in your parents' house, so they make the rules. Don't try to talk about it. Just follow the rules.

B. In a small group, discuss these questions.

1. Do you agree with ChelsB's reply? Why or why not?
2. What is your advice to Techie?

C. Now write a reply to Techie and give your advice. Answer the questions and add some details. You can use the reply above as a model.

1. Is Techie's problem big or small?
2. What should Techie do? Why?

Post a Reply

Message:



## Unit 3

# Success in the U.S.

In this unit, you are going to:

- read about different kinds of success in the U.S.
- learn how to connect pronouns to nouns

### WHAT IS SUCCESS?

A. Look at this picture. This woman is celebrating her success. What did she do? Why does she feel successful? Discuss your answers with your classmates.



B. Think about these statements. Do you agree or disagree with them? Why? Discuss your opinions with your classmates.

1. There are many different kinds of success.
2. Hard work is usually necessary for success.
3. People must have money to succeed.



# 1 GET READY TO READ ABOUT: Horatio Alger

A. Look at these pictures from the covers of two books. Then answer the questions below. Discuss your answers with your classmates.



1. When do these stories happen—now or in the past? How do you know?
2. How old are the boys in the pictures? Are they rich or poor? How do they make money?
3. What can you predict about these stories? What might happen to the boys?

B. Work with a partner. Look at the adjectives in the box. Which ones do you know? Ask classmates about any new words, or look them up in a dictionary.

dishonest    hard-working    honest    kind    lazy    polite

C. Put each adjective from the box above into the correct column of the chart. Then add one word to each column.

**positive**

polite

---



---



---



---

**negative**

---



---



---



---



## BUILD YOUR READING SKILLS: Connecting Pronouns to Nouns

### Introduction

A. Look at the picture. What is the speaker talking about?



B. Can you answer the question in A? What information do you need?

### Reading Skill

A pronoun takes the place of a noun. **Connecting every pronoun to a noun** tells you the meaning of the pronoun.

#### Example

Horatio Alger is the writer of Ragged Dick. **It** is **his** eighth book.  
(Usually, the noun comes before its pronoun.)

### Practice Connecting Pronouns to Nouns

Look at the pronouns in bold. What noun does each pronoun connect to? Underline the noun, and draw a line from the pronoun to the noun.

Dick was a shoeshine boy. **He** started work early. People hurried down the street. Dick called to **them**, "Shoeshine?" No one stopped, but Dick didn't worry. **He** had a positive attitude.

Soon Mr. Greyson walked by. **He** saw Dick. Mr. Greyson looked down at **his** shoes. **They** looked dirty. He walked over to Dick. And Dick had **his** first job of the day!



### 3 WORDS YOU NEED

Read the sentences. Guess the meaning of the underlined word. Match each one to a definition. Check your guesses after you read the article on page 37.

- \_\_\_ 1. That novel has a very interesting hero.
- \_\_\_ 2. Our friends can influence us in good and bad ways.
- \_\_\_ 3. My grades aren't very good; I need to improve them.
- \_\_\_ 4. This year wasn't a good year, but I have more hope for next year.

- a. to make something better
- b. to change someone/something in some way
- c. good feelings about the future
- d. the most important person in a book

### 4 USE YOUR READING SKILLS

Preview the article on page 37 and make predictions. Answer the questions.

1. What is the topic of the article? Circle your answer.
  - \_\_\_ a. the life of Horatio Alger and other writers
  - \_\_\_ b. many people's ideas about success in the U.S.
  - \_\_\_ c. Horatio Alger changed ideas about success in the U.S.
2. What will the article discuss? Mark your predictions with an X. As you read the article, check your predictions.
  - \_\_\_ a. Horatio Alger's work as a writer
  - \_\_\_ b. life in an earlier time in the U.S.
  - \_\_\_ c. how Alger's stories changed ideas of success
  - \_\_\_ d. the people in Horatio Alger's stories
  - \_\_\_ e. writers in U.S. history



Horatio Alger was an important writer in U.S. history. This Web page gives information about him and his stories.

# Horatio Alger


## HOW HE INFLUENCED THE IDEA OF SUCCESS IN THE UNITED STATES

Horatio Alger was one of the most successful writers in United States history. In the early 1900s, his books were in almost every home and influenced several generations of boys. Alger wrote<sup>1</sup> more than 400 novels and more than 500 short stories. How was this possible for one man? He always wrote the same story! In a Horatio Alger story, the details<sup>2</sup> change, but the story and the hero stay the same.

In a typical Horatio Alger story, the hero—a poor teenage boy—finds success. The boy has no parents or family. He did not go to school, but he is smart and wants to learn. He is hardworking, honest, and kind. He always helps other people. The hero has a positive attitude and believes in himself. He wants to succeed, and he is not afraid<sup>3</sup> to try new things.

The hero goes to a city. He works very hard and makes a little money. He tries to improve his life. For example, he learns to read. Later, he meets a rich man, and this man helps him. Then he has some good luck.

With this luck, his hard work, and the rich man, the hero gets a good job and becomes successful.



Horatio Alger's stories were popular because they were similar to real life for many people. In the early 1900s, immigrants and many other people went<sup>4</sup> to cities for jobs. These cities were big and dirty, and life was hard. Many families were very poor. Often, even young children worked. Like the boys in the stories, these people also wanted to find success. Alger wanted to give them hope with this message: In the United States, poor people can succeed.

Horatio Alger's message is still a main idea of U.S. culture today. It is now part of the culture and the language. When you hear people talking about a poor person's success, listen! Someone will probably say, "That is a real Horatio Alger story!"

<sup>1</sup> wrote: past tense of *write*

<sup>2</sup> detail: small piece of information

<sup>3</sup> be afraid: to fear something

<sup>4</sup> went: past tense of *go*



## 6 UNDERSTAND THE READING

A. Read the sentences. Are they true or false? Put an X under True or False for each sentence.

Sentence	True	False
1. Horatio Alger wrote many novels and many short stories.		
2. Horatio Alger often wrote about teenage girls.		
3. Horatio Alger wanted his books to give people hope.		
4. Horatio Alger influenced the American idea of success.		
5. Horatio Alger's books were in few homes in the U.S.		

B. Read these sentences from a story. Which of them can you find in a typical Horatio Alger story? Mark your answers with an X. Compare your answers with a partner.

- \_\_\_ 1. George lived in a city.
- \_\_\_ 2. George lived with his family.
- \_\_\_ 3. George was poor.
- \_\_\_ 4. George was lazy.
- \_\_\_ 5. George had a negative attitude.
- \_\_\_ 6. George learned to read.
- \_\_\_ 7. George helped a little boy.

C. Work in a small group. Discuss these questions.

- Horatio Alger's books influenced many people. What books, people, or things influence you?
- Horatio Alger's stories express this idea: In the U.S., hardworking people can find a good job and live a good life. Do you agree? Why or why not?



## 7 WORK WITH THE VOCABULARY

A. Complete the story with the words from the box. Use each word one time.

a. hero      b. hope      c. improve      d. influenced

Tom was a very lazy boy. He stayed in bed most of the time. He was afraid to try new things. His parents did not have much <sup>1</sup> for him and his future. "He cannot succeed. He has a negative attitude," they said.

One day, Tom read some Horatio Alger stories, and they really <sup>2</sup> him. He decided to change his life. "I can <sup>3</sup> in so many ways," Tom said. "I can be more hardworking, like the <sup>4</sup> in the story!" Tom and his parents were happy.

B. Look at the words in the chart and notice their forms. Use the chart to help you complete the sentences below with the correct form.

noun	verb	adjective
success	succeed	successful

1. Horatio Alger was one of the most \_\_\_\_\_ writers in U.S. history.
2. In a typical Horatio Alger story, a poor teenage boy finds \_\_\_\_\_.
3. He wants to \_\_\_\_\_ and he isn't afraid to try new things.
4. The hero gets a good job and becomes \_\_\_\_\_.
5. This is Alger's message: In the United States, poor people can \_\_\_\_\_.
6. A "real Horatio Alger story" is a story about a poor person's \_\_\_\_\_.



## 8 GET READY TO READ ABOUT: Finding the Right Job

A. Look at the cartoon. Discuss the questions below with your classmates.



1. What is the situation? Who are these two men?
2. What does "dress for success" mean?
3. Is the young man successful? Does he like his job? Why or why not?

B. Complete the questionnaire. Write many answers for each question. Then discuss your answers with a partner.

What kind of job is right for you?

1. What do you like to do? What are your interests?
2. What do you do well? What are your skills?
3. What jobs match these interests and skills?

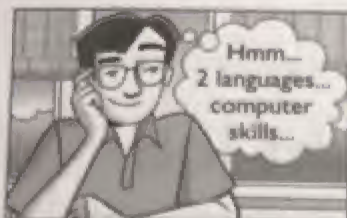
C. Work in small groups. Think of three different jobs. For each job, answer these questions. Share your answers with your classmates.

1. What interests go well with this job?
2. What skills do you need for this job?



## 9 WORDS YOU NEED

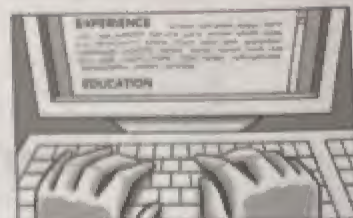
Look at the pictures. Match the sentences to the pictures.



1. \_\_\_\_



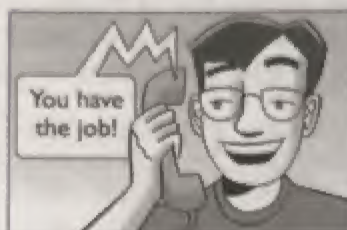
2. \_\_\_\_



3. \_\_\_\_



4. \_\_\_\_



5. \_\_\_\_



6. \_\_\_\_

- Jon has an interview at the Ace Supply Company.
- Jon looks at Help Wanted ads.
- The Ace Supply Company hires Jon.
- Jon thinks about his skills.
- Now Jon is an employee of the Ace Supply Company.
- Jon writes his resume.

## 10 USE YOUR READING SKILLS

Preview the article on page 42 and make predictions. Answer the questions.

- What is the topic of the article?
  - advice about living in the U.S.
  - advice about work in the U.S.
  - advice about finding a job in the U.S.
- What will this article discuss? Mark your predictions with an X. As you read the article, check your predictions.
  - \_\_\_ a. how to find the right job
  - \_\_\_ b. what to wear on your first day
  - \_\_\_ c. where to find job ads
  - \_\_\_ d. when to stop looking for a job
  - \_\_\_ e. who to ask for advice about jobs



# 11 READ

Success often begins with a good job. How can people today find a good job? In this student magazine, an expert on jobs gives some advice.

## Business

# How to Find the Right Job and Get It!

Ana Gomez is a job counselor at Piedmont Bay Community College. She helps students find a job when they finish school. Mark Blain interviewed Ana and asked her to share advice with us.

**Q**uestion: Ana, you see a lot of students. What's your most important advice for them, and our readers?

**A**nswer: That's easy, Mark. Look for the right job for you. You spend so much time at work. It's very important to like your work and your workplace.

**Q** What should people think about when they are looking for a job?

**A** Think about these two questions: What are your interests? What are your skills? Really think about them and write down everything. Then think about this question: What kinds of jobs match your interests and skills? You might need to do some research. Go to the library and read about jobs. Also talk to people in different jobs. Ask them about their work activities. Maybe they can give you ideas for yourself.

**Q** Where should people look for jobs? In newspaper ads?

**A** Yes, but also on Internet job sites and on a company's own web site. When you send your resume, it should be clear and neat. It should include your work experience, education, and skills.



**Q** Okay, so the company called and wants to interview me. What is your advice for the interview?

**A** Be prepared! Ask yourself, Why should this employer<sup>1</sup> hire me? Think of some good

reasons and match them to your skills and experience. And remember, an employer wants employees to be on time and look neat. So be on time for the interview and look neat. Ask questions to show your interest in the job and in the company. Be polite. And stay relaxed!<sup>2</sup> Follow this advice and you have a good chance of finding, and getting, the right job for you.



<sup>1</sup> employer: an employee's boss  
<sup>2</sup> relaxed: calm, not worried

# 12 UNDERSTANDING

A. Co

1.

2.

3.

4.

B. D

1

2

# 13 WRITING

W

V

S

1



## 12 UNDERSTAND THE READING

A. Complete the sentences. Circle the correct word or phrase.

1. This article is an interview with Ana Gomez, an employer / a job counselor.
2. Ana's most important advice is: Find the right job. / Write a clear resume.
3. In Ana's opinion, you should / shouldn't look at job ads in the newspaper.
4. At the interview, you should / shouldn't ask the employer questions.

B. Draw a line from each pronoun in bold to its noun.

1. Mark Blain interviewed Ana and asked **her** to share advice with us.
2. You can find job ads in the Help Wanted section of the newspaper.  
You can also find **them** on Internet job sites.
3. Your resume should be clear and neat. **It** should include your experience education, and skills.
4. Employers want their employees to be on time. **They** also want **them** to look neat.

## 13 WORK WITH THE VOCABULARY

Work with a partner. For each item, write a sentence using all the words.  
Share your sentences with the class.

1. experience resume

Include all your **experience** on your **resume**.

2. employer company

\_\_\_\_\_

3. research library

\_\_\_\_\_

4. job newspaper ads

\_\_\_\_\_

5. interview on time

\_\_\_\_\_



## 14 GET READY TO READ AND SHARE

A. With your partner, decide on an order for the pictures. Then tell a story about the pictures. Use the time expressions *First*, *Then*, and *Finally*. Add your own details.

Example: Phillip wanted to be a lawyer. First, he ...



## 15 USE YOUR READING SKILLS

A. You are going to read a true story from a book about immigrants. Read the introduction to the book below. Then answer the questions.

### Introduction

The United States is a country of immigrants—immigrants from all over the world. Every year, millions of people come to the United States with the dream to build new lives.

This book is about immigrants today. It is about their lives, their dreams, and their success stories—large and small.

1. How many immigrants come to the U.S. every year?
2. What is this book about?

B. Preview Story A and Story B on pages 45 and 46. Then answer the questions.

1. What was Napoleon Barragan's dream?  
a. a business    b. a home
2. What was Dorothea Sandiford's dream?  
a. a business    b. a home

Now choose one story to read. Read Story A on page 45 or Story B on page 46.



### Napoleon Barragan: A New Kind of Business

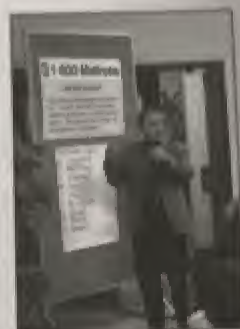
Napoleon Barragan was born in Ecuador. He moved to the United States in 1969. His first jobs in the United States were in factories.<sup>1</sup> He and his wife worked very hard and saved their money. Then, in 1975, they opened their own furniture store.

One day, Napoleon Barragan had an idea. People always went to a store to buy a mattress<sup>2</sup> for their bed. Then they waited for the store to deliver the mattress. There was no other way. Napoleon Barragan decided to give people an easier way to get a new mattress. In 1976, he started a new kind of company. People called the company, at any time of the day or night, and ordered a mattress. Then the company delivered the mattress to their home very quickly.

Napoleon Barragan didn't need a store, so he was able to sell mattresses at a low price. And people always remembered the name of the company and the phone number, because they were the same: 1-800-MATTRESS.

Napoleon Barragan's business did very well. By the year 2000, it was selling millions of mattresses every year. Today, the business is doing even better. And of course, customers can now order their mattress on the Internet.

Napoleon Barragan's dream was to have a successful business. With hard work, the help of his family, and his good idea, he is now living his dream.



<sup>1</sup> factory: a place where people make things, usually with machines

<sup>2</sup> mattress: the thick, soft part of a bed

Who can answer these questions about Story A with you? Find a partner. Answer the questions.

#### Focus Questions

1. What was Napoleon Barragan's idea for a company?
2. What are some reasons for his success?



## Dorothea Sandiford: A House of Her Own

Dorothea Sandiford was born in Barbados, an island in the Caribbean Sea. She moved to the United States in 1970. When she lived in Barbados, she had a dream. She wanted to have her own house—not an apartment, a house. When she moved to the United States, her dream moved with her.

Dorothea Sandiford needed money to buy a house, but she didn't have much. She didn't even have a job. She decided to make a plan and follow it to her dream.

Dorothea Sandiford worked very hard. She never finished school in Barbados, so she studied for the high school equivalency exam<sup>1</sup> in the United States. She passed it! Then she needed to find a job. She found<sup>2</sup> two! For many years, Dorothea Sandiford worked in a bank during the week and worked as a nurse's aide<sup>3</sup> on the weekends. Every month, she saved a little more money.

Finally, in 1985, Dorothea Sandiford had enough money to buy a house. It was perfect for her. She loved her house and wanted to spend more time there. So, in 1993, she started a day care<sup>4</sup> business in her house.

Today, Dorothea Sandiford still runs her day care business, and she still works on weekends. She also volunteers in her community. She is a very busy woman, but she always finds time to enjoy her home.

Dorothea Sandiford's dream was to have her own house. After years of hard work, she is now living her dream.



<sup>1</sup>high school equivalency exam (GED): the test to get a diploma—equal to a high school diploma

<sup>2</sup>found: past tense of find

<sup>3</sup>nurse's aide: a nurse's helper

<sup>4</sup>day care: babysitting

Who can answer these questions about Story B with you? Find a partner. Answer the questions.

### Focus Questions

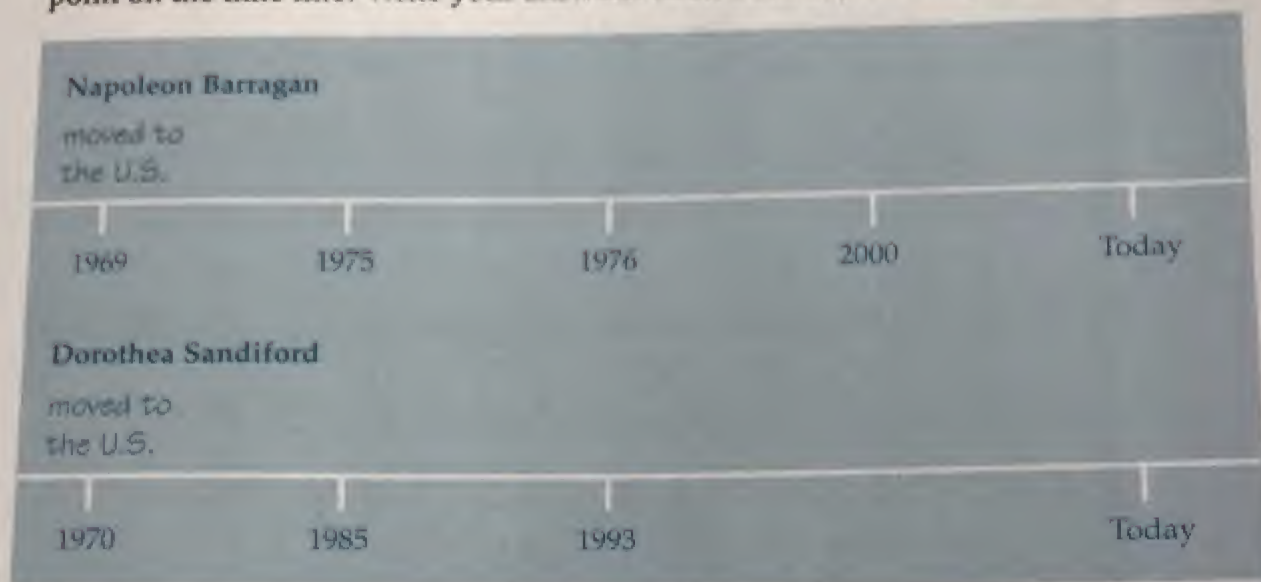
1. What was Dorothea Sandiford's dream?
2. What are some reasons for her success?



## 17 THINK AND SHARE

### Organize Your Thoughts

Work with your partner. Find the time line for your story. What happened at each point on the time line? Write your answers. Look back at your story for help.



### Share Your Information

Who can tell you about the other story? Find another pair of classmates.

1. With your partner, tell the other pair of students about your story. Use the information from your time line above.
2. Add details from your story.

### Share Your Ideas

Discuss this question with your partner and the other pair of students. Then share your answer with the class.

The boys in Horatio Alger's stories succeeded through hard work, a positive attitude, luck, and someone's help. How did Napoleon Barragan and Dorothea Sandiford succeed?



## 18 REFLECT ON: Success

A. Read these questions. Then read one student's answers.

1. Do you know a successful person? Who is this person?
2. How did this person become successful? What did he or she do?
3. Did he or she have any help? What kind of help? Who helped him or her?
4. What is this person doing now?

My cousin Luis is a successful person now. In elementary school, Luis had very serious problems with reading and writing. His grades were always very bad, and he didn't like school. But Luis always wanted to be a firefighter. Firefighters need to have a high school diploma and go to college. So Luis worked very hard. His teachers, friends, and family helped him. Now he is in college. For us, Luis is a big success.

B. In a small group, discuss these questions.

1. In what way is Luis successful?
2. How did he become successful?
3. Did he have any help? Who helped him?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.



## Unit 4

# Keeping Calm

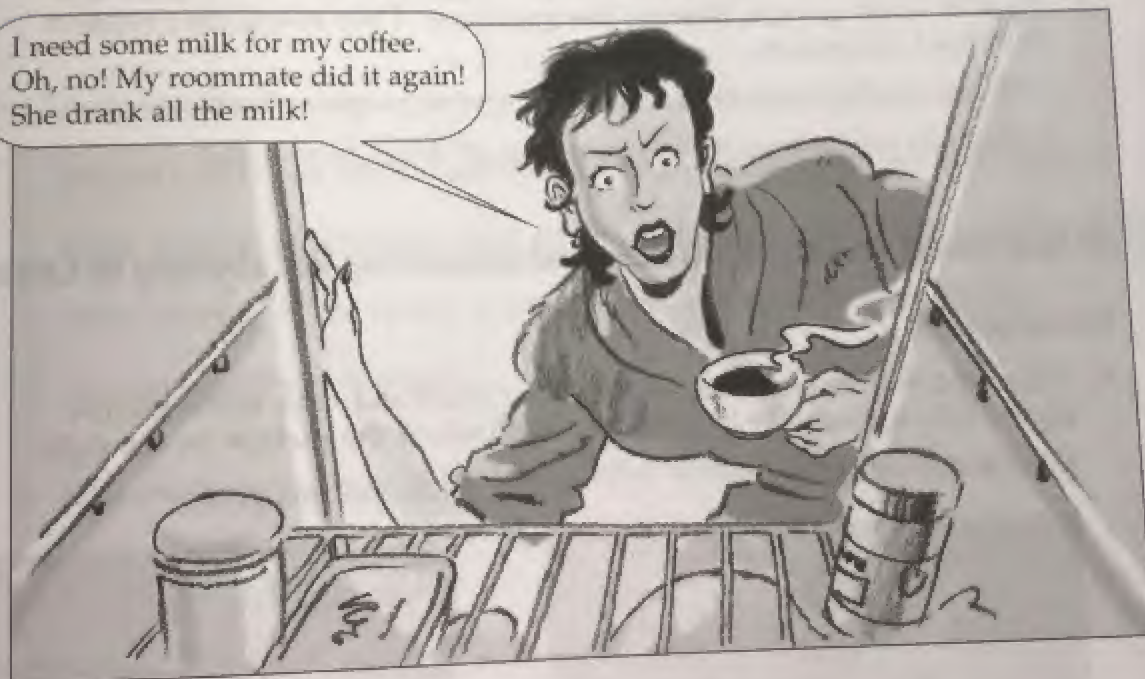
In this unit, you are going to:

- read about ways people deal with anger in the U.S.
- learn how to understand vocabulary in context

### WHAT DO YOU KNOW ABOUT CONTROLLING ANGER?

A. Look at the picture. What is this person feeling? Why? What situations make you feel this way? Discuss your answers with your classmates.

I need some milk for my coffee.  
Oh, no! My roommate did it again!  
She drank all the milk!



B. Imagine these situations. Do they make you feel angry? Why or why not? What do you do when you feel angry? Discuss your answers with your classmates.

1. Someone left chewing gum on your bus seat. Now the gum is on your coat!
2. You're driving home from work. The traffic isn't moving. Every day is the same!
3. Your neighbor is having a party. The music is very loud. You have a test tomorrow, but you can't study with all the noise!



## 1 GET READY TO READ ABOUT: Dealing with Anger

A. Take this quiz. For each sentence, put an X under True or False. Guess the answers.

What do you know about anger?	True	False
1. Anger is a normal feeling.		
2. Most people feel some anger several times a week.		
3. Anger can sometimes help people.		
4. People should always keep their anger inside and should not express it. This is healthy.		
5. People should always express their anger. For example, they should throw things. This is healthy.		
6. Anger can cause health problems.		

B. Work in small groups. Discuss the questions. Then share your answers with your classmates.

1. When you're angry, is your behavior—your words and actions—good or bad?
2. How do you behave when you're angry? What do you do?

## 2 BUILD YOUR READING SKILLS: Understanding Vocabulary in Context

### Introduction

A. Cover the picture on the right with your hand and look at the picture on the left. Answer the questions. Then look at the picture on the right.

*What is this? What is it for?*

*Now can you guess?*



B. Why is the picture on the right easier to understand?



## Reading Skill

**Understanding vocabulary in context** means understanding the meaning of a word from the other words around it—from its *context*.

### Example

Happiness and anger are two important emotions.

You can try to understand the word *emotions* from the other words in the sentence. *Happiness* and *anger* help you understand the meaning of *emotions*.

## Practice Understanding Vocabulary in Context

- A. Work with a partner. Read the paragraph. Which words help you understand the meaning of the underlined words? Circle them. Then draw an arrow to connect them.

People don't always use words to express emotions. When we look at people's faces, we understand their feelings. People often use their faces, or facial expressions, to show their emotions. Facial expressions are universal—in every country of the world, a smile expresses happiness and a frown expresses sadness or anger.

- B. Discuss the meanings of the underlined words with your classmates.



### 3 WORDS YOU NEED

Work with a partner. Read the statements. Use the context to guess the meaning of the underlined words and phrases. Then write the matching word or phrase next to the correct definition below.

1. "You never express your anger. That isn't healthy. It can even be harmful to your health."
  2. "Don't be so angry. Calm down. Everything is OK."
  3. "There are many approaches to solving problems. For example, some people talk it out. Other people ask for advice from experts."
  4. "There's a problem. But we can deal with it. We can solve it."
- a. \_\_\_\_\_ : ways to do something  
b. \_\_\_\_\_ : to become less excited or angry  
c. \_\_\_\_\_ : to do something about problems  
d. \_\_\_\_\_ : able to hurt people

### 4 USE YOUR READING SKILLS

A. Preview the article on page 53 and make predictions. Answer the questions.

1. What is the topic of the article?
  - a. ways to avoid anger
  - b. ways to deal with anger
  - c. ways to express all emotions
2. What will this article discuss? Mark your predictions with an X. As you read the article, check your predictions.
  - ☐ a. different approaches to anger
  - ☐ b. stories about when the writer was angry
  - ☐ c. the best way to deal with anger
  - ☐ d. the worst way to deal with anger
  - ☐ e. the best way to express emotions

B. These phrases are underlined in the article on page 53. As you read the article, look for their meanings in the context. Circle the meanings. After you read, write the meaning next to each phrase below.

1. anger-out \_\_\_\_\_
2. anger-in \_\_\_\_\_
3. controlled expression \_\_\_\_\_
4. anger management \_\_\_\_\_



This article from a health magazine discusses anger and some ways to deal with it.

## Control Yourself!

### Dealing with Anger in Everyday Life

Anger is not a "bad" emotion. It is really very normal. Most people get angry several times a week, and some people get angry several times a day.<sup>1</sup> Anger can even be helpful. For example, sometimes people have problems, but they don't realize<sup>2</sup> it—until they become angry. Their anger can help them see a problem and do something about it. So, anger is not a bad emotion, but people can express their anger in bad or harmful ways.

There are three main approaches to anger.<sup>3</sup> One approach is called *anger-out*. In



**Anger-out approach**



**Anger-in approach**

the *anger-out* approach, people express their anger in a very strong way. For example, they might yell,<sup>4</sup> say bad things, or even throw something. Another approach is called *anger-in*. With *anger-in*, people keep their anger inside them. They don't speak or behave in an angry way, but their anger doesn't go away.

Anger-out and anger-in are not good ways to deal with anger for two reasons. First, they are not useful for solving problems. When people only yell or only keep quiet, they are not communicating. Also, when people do not deal with anger well, their anger can have harmful results. Over time,

anger can cause serious health problems, such as high blood pressure, heart attack, or stroke.<sup>5</sup>

A better way to deal with anger is the *controlled expression* approach. In *controlled expression*, people calm down and think about their anger. When they express it, they express it in a helpful way. People can learn how to use controlled expression in *anger management* programs. *Anger management* teaches people to manage, or control, their anger. They learn to deal with their anger in helpful ways. For example, people learn to calm down, communicate better, and try to solve problems. They learn to avoid, not anger, but angry behavior.

Anger management programs help people understand anger and find a better way to deal with it. For people with anger problems, these programs can change anger from a "bad" emotion into a helpful, healthy emotion.

<sup>1</sup> This study is in J. R. Averill, "Studies on Anger and Aggression: Implications for Theories of Emotion," *American Psychologist*, 38 (1983: 1145–1160).

<sup>2</sup> **realize**: to understand

<sup>3</sup> Studies on approaches to anger are from the University of Michigan School of Public Health.

<sup>4</sup> **yell**: to speak in a very loud and angry way

<sup>5</sup> **high blood pressure, heart attack, stroke**: serious problems of the blood, heart, and brain



## 6 UNDERSTAND THE READING

A. For each question, circle *one or more* answers.

1. When Jana gets angry, she usually yells. What is her approach to anger?

- a. anger-out
- b. anger-in
- c. controlled expression

2. When Malik gets angry, he almost never yells. What is his approach to anger?

- a. anger-out
- b. anger-in
- c. controlled expression

3. Which approach to anger can cause health problems?

- a. anger-out
- b. anger-in
- c. controlled expression

4. Which approach to anger do anger management classes teach?

- a. anger-out
- b. anger-in
- c. controlled expression

B. Look back at the quiz on page 50. Take the quiz again using the information from the article .

C. Work in a small group. Discuss these questions.

- 1. When was anger helpful to you?
- 2. When was anger harmful to you?
- 3. Are anger management programs a good idea? Why or why not?



## 7 WORK WITH THE VOCABULARY

A. Complete the sentences with a word or phrase from the box.

a. approaches      b. calm down      c. deal with      d. harmful

1. There are three main \_\_\_\_ to anger.
2. Anger-out and anger-in are not good ways to \_\_\_\_ anger.
3. The \_\_\_\_ results of anger include serious health problems.
4. Anger management programs help people learn to \_\_\_\_ and solve problems.

### SUFFIXES: -ful

You can use the suffix *-ful* to form adjectives from some nouns.

**Noun:** *success*      The program has a lot of success.

**Adjective:** *successful*      The program is very successful.

B. Use *-ful* to form adjectives from the nouns. Work with a partner to write a sample sentence for each adjective. Share your sentences with your classmates.

1.	Noun	use	There are good uses for anger.
	Adjective		
2.	Noun	help	His advice was a big help to me.
	Adjective		
3.	Noun	harm	Anger can cause harm to your health.
	Adjective		



## 8 GET READY TO READ ABOUT: Anger Management

A. Which words do you know? Put an X next to these words. Ask your classmates about the other words, or look them up in a dictionary.

☐ breathe      ☐ relax      ☐ form (v.)  
☐ manage      ☐ expert      ☐ lesson

B. Read the schedule for an anger management class. Look at the items above the schedule. Put them under the correct topic in the schedule.

~~Listen to the other person.~~

Breathe deeply.

Ask for advice from experts.

Think in a slow and careful way.

Don't interrupt.

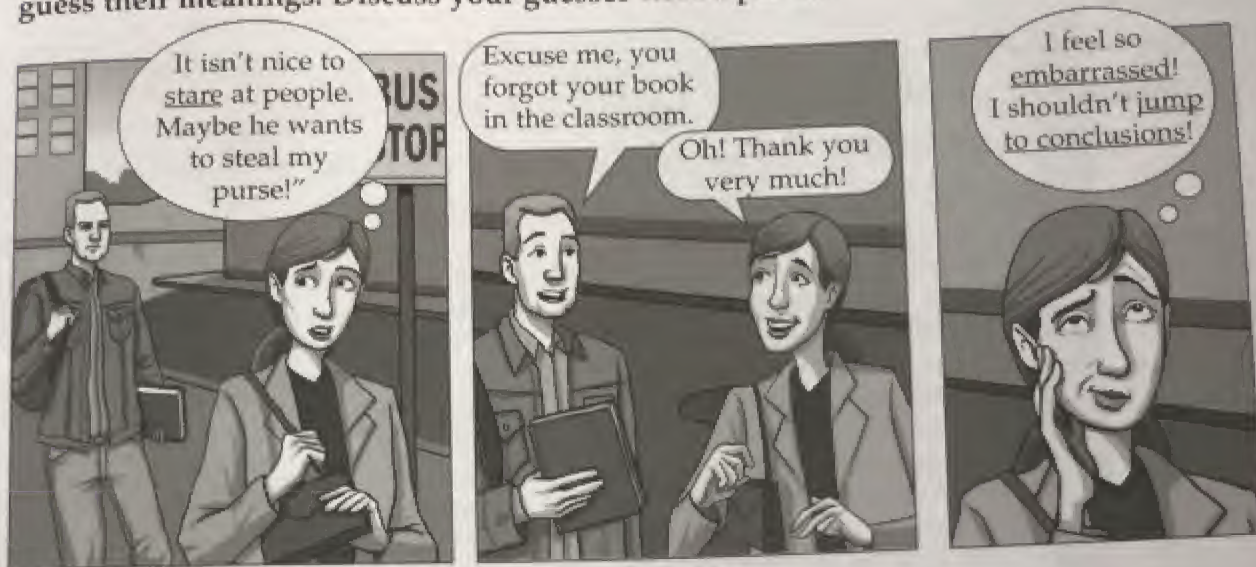
Think of solutions, not problems.

Class Schedule	
<b>June 7:</b> Better communication	
• <u>Listen to the other person.</u>	
• _____	
<b>June 14:</b> Problem solving	
• _____	
• _____	
<b>June 21:</b> The moment of anger: Keep calm!	
• _____	
• _____	



## 9 WORDS YOU NEED

Look at the underlined words. Use the context—the pictures and other words—to guess their meanings. Discuss your guesses with a partner.



## 10 USE YOUR READING SKILLS

A. Preview the story on page 58 and make predictions. Answer the questions.

1. Who are the two people in the pictures? Circle your answer.

- a. two teachers
- b. two students
- c. a teacher and a student

2. What will happen in this story? Mark your predictions with an X.  
As you read the story, check your predictions.

- ☐ a. a teacher and a student have a misunderstanding
- ☐ b. a teacher and a student have a fight
- ☐ c. students discuss their lesson after class
- ☐ d. teachers discuss the students after class
- ☐ e. a teacher and a student discuss something after class

B. These words and the phrase are underlined in the article on page 58. As you read the article, look for their meanings in the context. Circle the meanings. After you read, write the meaning next to each one below.

1. jump to conclusions \_\_\_\_\_

2. stared \_\_\_\_\_

3. embarrassed \_\_\_\_\_



# 11 READ

An anger management teacher wrote and illustrated this story for a teaching newsletter. She forgot her own lessons—until a student reminded her of them.

## The Teacher Learns a Lesson

by Sandra Chin

I'm an anger management expert, so I manage my anger well—right? Not always! I want to share a story about a lesson from my anger management class. I feel a little uncomfortable about it, a little embarrassed, because a student taught<sup>1</sup> this lesson to me—the teacher!

Last week, the topic was *The Moment of Anger: Keep Calm!* I taught my students: Never jump to conclusions—don't form an opinion about a situation too quickly. You might get the wrong idea and get angry for no reason. When you start to feel angry, breathe deeply and think in a slow and careful way. This will help you keep calm and stop you from jumping to conclusions. All the students were very interested in the lesson—all except<sup>2</sup> one student, Peter.

I looked at Peter, but he never looked at me. He stared at the wall—just looked at the wall for a long time. He wasn't paying any attention. Soon, he started to write something on a piece of paper.

"What is he writing?" I thought.<sup>3</sup> "It's a note to his girlfriend!" Then I felt<sup>4</sup> very angry.

At the end of class, I said, "Peter, I need to talk to you."

"I want to talk to you, too," Peter said. "This class was great! Sometimes I jump to conclusions, and this will help me stop. I wrote down a lot of ideas! . . . What do you want to tell me?"

"Uh, nothing," I said. "Good night, Peter."

"Oh, OK. Well, thanks for the class. I really learned a lot," Peter said.

I was so embarrassed. Peter was taking notes, not writing to his girlfriend. He was staring at the wall, but he was also paying attention. I taught my students to think carefully before forming an opinion, but I didn't. I jumped to conclusions! I taught my students to calm down, but I didn't. I got<sup>5</sup> angry.

Keep calm and don't jump to conclusions. Peter learned these lessons from me, and I learned these lessons—my own lessons—from him.



<sup>1</sup> taught: past tense of *teach*

<sup>2</sup> except: but not

<sup>3</sup> thought (v.): the past tense of *think*

<sup>4</sup> felt (v.): the past tense of *feel*

<sup>5</sup> got: past tense of *get*



## 12 UNDERSTAND THE READING

A. Circle the correct word or phrase for each sentence.

Last week the teacher discussed (1) jumping to conclusions / breathing deeply. This week the topic was (2) listening to the other person / keeping calm. She didn't follow her own advice. She felt (3) sad / angry because of a student. The student was (4) staring at the wall / staring at the teacher. She thought, (5) "He's not paying attention." / "He's not coming to class often enough." The student was (6) writing to his girlfriend / taking notes, but the teacher didn't know it. When she realized the true situation, she felt (7) embarrassed / angry.

B. Work in a small group. Discuss the questions.

1. Why was the teacher in the story on page 58 embarrassed?
2. When you get angry, do you ever count to 10 or breathe deeply? Do you use other techniques to keep calm? What are they?

## 13 WORK WITH THE VOCABULARY



Circle the correct answer.

1. When a person is embarrassed, she feels \_\_\_\_\_.
  - a. a little silly or stupid
  - b. very angry
  - c. happy and friendly
2. When a person jumps to conclusions, she \_\_\_\_\_.
  - a. decides something slowly and carefully
  - b. decides something quickly, without thinking
  - c. thinks carefully but can't make a decision
3. When a person stares at something, he \_\_\_\_\_.
  - a. closes his eyes and seems to sleep
  - b. writes in a notebook very quickly
  - c. looks at something for a long time



## 14 GET READY TO READ AND SHARE

Work with a partner. Complete the chart with the missing words about men and women. Check your answers with your classmates.

	
Girl	Boy
	Son
	Man
Female	
Feminine = about a woman, like a woman; right for a woman	Masculine =

## 15 USE YOUR READING SKILLS

- A. You are going to read one part of a magazine article about some differences between men and women. Read the beginning of the article below. Then answer the questions.

# HIS ANGER / HER ANGER

**Do men and women feel and express anger in the same way?**

Or, when it comes to the emotion of anger, are men and women different? In the opinion of some psychologists, there are important differences between anger in men and anger in women in the United States. These differences come from childhood, because parents give different "messages" about anger to boys and to girls.

1. Do men and women in the U.S. express anger differently?
2. Where do "messages" about anger come from?

B. Preview Part A and Part B of the article on pages 61 and 62. Then answer these questions.

1. What is men's approach to anger? a. express it strongly b. keep it inside
2. What is women's approach to anger? a. express it strongly b. keep it inside

Now choose one part of the article to read. Read Part A on page 61 or Part B on page 62.



## MEN:

## An “Anger-Out” Approach

Sons learn how to deal with anger from their parents. They learn from their parents' words and actions. Parents in the United States tell their sons not to cry. The message to boys is this: Don't feel afraid, hurt, or sad. So when boys feel these emotions, they learn not to express them. When boys are angry and fight with their friends, their parents don't tell them to stop. The message is: Anger and fighting are masculine. They are OK for boys.

These childhood messages influence adult feelings and behavior. When boys become adults, they sometimes have difficulty expressing fear,<sup>1</sup> hurt, or sadness. They often are more comfortable with expressing feelings of anger. For example, when something bad happens, they might use an anger-out approach. They might yell or throw things.

There are positive and negative sides to the anger-out approach. On the positive side, many men are able to express their anger. This is good, because it is helpful to express anger. On the negative side, it is not helpful to yell and throw things. It is also not healthy to keep feelings such as fear, hurt, or sadness inside.

Men need to understand when their anger is helpful and when it is harmful. Then they can control their anger and send better messages to their own sons.



<sup>1</sup> fear: the feeling of being afraid

Who can answer these questions about Part A with you? Find a partner. Answer the questions.

## Focus Questions

1. What messages do boys get?
2. Which emotions are difficult for men to express? Which emotion is easier?
3. What is the positive side of expressing anger for men? What is the negative side?



## WOMEN: An "Anger-In" Approach

Daughters learn how to deal with anger from their parents. They learn from the parents' words and actions. Parents in the United States let girls show many emotions, including fear,<sup>1</sup> hurt, and sadness. They let girls cry. The message is: It is OK to express emotions. Then they tell their daughters: Anger is not a nice emotion, and girls should always be nice. When girls are angry and fight with friends, their parents tell them to stop. The message is: Anger and fighting are *not* feminine. They are *not* OK for girls.



These childhood messages influence adult feelings and behavior. When girls become adults, they can usually express fear, hurt, or sadness, but sometimes they have difficulty expressing anger. For example, when something makes them angry, they might use an anger-in approach. They might keep all their anger inside and not express it.

There are positive and negative sides to the anger-in approach. On the positive side, many women are comfortable expressing fear, sadness, and many other emotions. This is good, because it is helpful to express emotions. On the negative side, some women have difficulty expressing anger, and that is not healthy. It can even be harmful to their health.

Women need to learn to express their anger in helpful ways. Then they can be healthier and also send better messages to their own daughters.

<sup>1</sup> fear: the feeling of being afraid

Who can answer these questions about Part B with you? Find a partner. Answer the questions.

### Focus Questions

1. What messages do girls get?
2. Which emotions are easy for women to express? Which emotion is more difficult?
3. What is the positive side of expressing anger for women? What is the negative side?



## 17 THINK AND SHARE

### Organize Your Thoughts

Work with your partner.

*Part A readers:* Complete the chart on the left.

*Part B readers:* Complete the chart on the right.

*All readers:* Complete the bottom chart with information from your part of the article.



Boys get the message, this is OK:

---

---

Boys get the message, this is not OK:

---

---

Men express this easily:

---

---

Men express this with difficulty:

---

---



Girls get the message, this is OK:

---

---

Girls get the message, this is not OK:

---

---

Women express this easily:

---

---

Women express this with difficulty:

---

---

Some men/women need to do this:

---

---

### Share Your Information

Who can tell you about the other part of the article? Find a pair of classmates.

1. With your partner, tell the other pair about your information. Use the charts.
2. Add some other details from your part of the article.

### Share Your Ideas

Discuss the question with your partner and the other pair. Then share your answers with the class.

Think about the men and women you know, including yourself. Do they express anger in different ways? Explain your answer and give examples.



## 18 REFLECT ON: Keeping Calm

A. Read these questions. Then read one student's answers.

1. Think of a time when you were angry. Why were you angry?
2. How did you express your anger? What did you do?
3. What happened?
4. Did you deal with your anger well? Why or why not?

When I started my new job last year, I felt angry almost every afternoon from 4:00 to 5:30. I felt angry because I was driving home from work and there was always so much traffic. The trip is only 20 minutes with no traffic, but it was one and a half hours with traffic! I didn't really express my anger, but every day I felt upset. So I decided not to drive to work. Now, I take the bus. It is better for me not to drive to work. When I'm not driving, I'm not angry.

B. In a small group, discuss these questions.

1. Why was the writer angry every day from 4:00 to 5:30?
2. Did this student deal with her anger well? Why or why not?

C. Now write your own paragraph. Answer the questions in A. Then add some details. You can use the student's paragraph as a model.